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ABSTRACT

The purposes of this study were to: (1) determine the feasibility of increasing the quality of job performances of counselors and identifying changes in career maturity attitudes of counselors in the area of personnel needs of business and industry; (2) examine the effects of a structured inservice program to aid counselors in performing job functions related to the personnel needs of business and industry; and (3) determine whether there were differences in counselor performances as perceived by administrators, teachers, and students. Subjects were 60 secondary and post-secondary counselors. Crites' CMI-Competence Test, LaBorde's ATVE Scale, and Kemp's CPS Instrument were utilized. An analysis of covariance model and univariant analysis of variance model were employed. Findings indicate the following: Counselors who participated in the inservice program developed more positive attitudes toward career maturity; did not increase career competence; increased effectiveness in job performances related to business and industry; and increased ability to interact with teachers and students concerning the personnel needs of business and industry more than did the counselors who did not participate in the program. Data indicate a definite need for similar programs to be made available to counselors. (Author)

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THE RELATIONSHIP BETWEEN COUNSELORS RECEIVING A STRUCTURED ORIENTATION CONCERNING THE PERSONNEL NEEDS OF BUSINESS AND INDUSTRY, VERSUS COUNSELORS NOT RECEIVING THE ORIENTATION

By

LOUIE EDWARDS KEMP

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ABSTRACT

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ABSTRACT

The primary purpose of this study was to determine the feasibility of increasing the quality of job performances of counselors and identifying changes in career maturity attitudes of counselors in the area of personnel needs of business and industry. Another intent of the study was to examine the effects of a structured inservice program to aid counselors in performing job functions related to the personnel needs of business and industry. The final concern was to determine whether there were differences in counselor performances as perceived by administrators, teachers, and students.

The sample for the study consisted of sixty secondary and post-secondary counselors in Mississippi. An experimental group of thirty randomly selected counselors participated in a two-week inservice program at Mississippi State University. A control group of thirty randomly selected counselors did not participate in the inservice program.

Crites' CMI-Competence Test and LaBorde's ATVE Scale were utilized as pretest and posttests for the experimental and control groups. Forms A and B of Kemp's CPS Instrument were used in a follow-up study approximately six months after the experimental group completed the inservice program. Sixty vocational administrators, 120 randomly selected teachers and students participated in the follow-up study.

An analysis of covariance model and univariant analysis of variance model were employed to analyze the data. The .05 level of significance was used to indicate rejection or failure to reject the null hypotheses.

The general characteristics of teaching experience and educational levels of the experimental and control groups were compared. The teaching experience means were: experimental group 15 years, control 11.5 years. The educational level means were: experimental group, 40 graduate hours, control group, 43 graduate hours.

Five hypotheses were stated. The following findings were revealed:

1. The experimental group of counselors who participated in the inservice program showed more positive attitudes toward career maturity on LaBorde's ATVE Scale than did the control group not participating. An F-ratio of 4.01 was required to indicate a significant difference between means at the .05 level. An analysis of covariance showed a derived F-ratio of 32.50.

2. The comparison of career competence between the experimental and control groups was made by computing five subscales and the total score on Crites' CMI-Competence Test. No significant differences were

found in career competence among adjusted means in the experimental and control groups.

3. The comparison of counselor performances by administrators in the area of personnel needs of business and industry in the experimental and control groups identified the experimental group as more competent in these performances than the control group.

4. The univariant analysis of variance model was used to compare teachers' perceptions of counselor performances. Counselors in the experimental group were given significantly higher ratings than those in the control group.

5. Students reported on the CPS Instrument - Form B, that counselors who attended the inservice program were significantly more competent in performance than those who did not attend the program. All of the F-ratios derived were greater than the 4.01 required to indicate significance at the .05 level.

Conclusions

Based on findings, the following conclusions were drawn: counselors who participated in the inservice program developed more positive attitudes toward career maturity; did not increase career competence; increased effectiveness in job performances related to business and industry; and increased ability to interact with teachers and students concerning the personnel needs of business and industry than did the counselors who did not participate in the program.

Data indicate a definite need for similar programs to be made available to counselors.

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CHAPTER I

INTRODUCTION AND RATIONALE

Public school systems have always been influenced by local governing and legislative bodies. Even though policies and procedures are often considered local prerogatives, in actual practice the guidelines, curricula, and practices in public schools may be controlled to a high degree by state and national legislation. However, operational procedures implemented by individual school systems often alter the intent of legislation, according to LaBorde (1973, p. 1). This condition exists in the area of counseling as in other areas of education.

Legislation relating to the programs in which counselors are trained and the systems under which they are required to operate may vary in degrees of conflict. These conflicts, whether actual or imagined, are inhibiting factors which affect performances of counselors, as described by Rhodes (1970, p. 1). Professional guidance counselors exist in large numbers and could be a significant force in the total educational system. However, many capable, dedicated counselors are apparently not allowed to accept the responsibility for planning and implementing guidance programs commensurate with student needs.

In order to increase the effectiveness of counselors, legislation was enacted by the 94th Congress on October 12, 1976. In

Title III, Part D, Sections 341-344, of the legislation, there is emphasis on the need for altering strategies and procedures in planning, implementing, and administering programs in guidance and counselor education.

The Educational Amendments of 1976, Part D - Guidance and Counseling Sec. 341, (3) states the following:

> The Congress finds that . . . increased and improved preparation of education professionals is needed in guidance and counseling, including administration of guidance and counseling programs at the state and local levels with special emphasis on inservice training which takes educational professionals into the workplaces of business and industry, the professions, and other occupational pursuits, and that increased and improved use of individuals employed in such pursuits are needed [sic] for effective guidance and counseling programs, including (A) bringing persons employed in such pursuits into schools, and (B) bringing students into such workplaces for observation of, and participation in, such pursuits, in order to acquaint the students with the nature of the work.

Additional impetus has been gained through commonalities existing in the theories of educators and the beliefs of personnel directors concerning guidance programs designed to prepare counselors to administer these programs. Agreement is evidently apparent on the close working relationship that should exist between education and the world-of-work. Laurence, Lovell, and Lyell (1971, pp. 292-296), along with others, suggested that counselors assume a more active role in providing stronger linkages between schools and the world-of-work. To facilitate the process of drawing together the two worlds of education and work, Stiles (1971, pp. 388-393) suggests that counselor education structure innovative programs that will challenge potential counselors to prepare themselves to meet ever-changing student needs. Stivala (1975, p. 34) agrees that teacher education institutions which are engaged in training counselors should be persuaded to include in their

curricula, programs which will utilize the expertise of business, industry, and government agencies. Programs such as these should help counselors to become aware of the personnel needs of business and industry, to become acquainted with the current job market, and to learn effective methods and techniques of establishing good working relationships with various publics in the world-of-work and in education.

Theories upon which many counselor educators base their beliefs and structure counselor education programs are the same theories that industrialists have related to the work setting. Theories such as those of Super, Hoppock, and others have been accepted as operationally adequate for counselor education programs as well as for various business and industrial enterprises (Bailey and Stady, 1973, pp. 58, 59).

In his Developmental theory, Super (1953, pp. 189-190) emphasizes the importance of the counselor's knowledge of the world-of-work. Super (1963, p. 11) explains that successful entry of the employee into the world-of-work depends, to a great extent, on the quality of educational training and competent counselor services offered. To facilitate this end, he emphasizes liaison functions of counselors between the school and the employer.

The Needs theory of Hoppock (1967, pp. 121-122) reveals the necessity of counselors having sufficient knowledge to act as resource persons for students who are attempting to identify occupational needs. This thinking is expanded by suggesting that the counselors learn as much as possible about as many occupations as possible in order to more adequately meet the educational and job placement needs of students.

The need for counselors to be well informed about occupations and to be prepared to relate this information to students has been identified by Tiedeman (1961, p. 18). Tiedeman concurs with Super's Developmental theory and his belief in the structure of man, school, and work. The importance of the exposure of students to the work environment is also emphasized as an important influence in vocational choice. Indications are made by Pelham (1973, pp. 132-151) that personnel needs of business and industry and needs of individuals can more adequately be met if realistic theories are practiced by vocational educators, including counselors.

The career education concept proclaimed by Marland (1974, pp. 57-59) encompassed his belief or theory that subject matter and other learning that occurs in school should be applied to real life situations outside the school. This theory, if adhered to by all educators, including counselors, would utilize the world-of-work as a learning environment. This concept leads to a fusion of education and the world-of-work.

Thus, the theories of many educators and the beliefs of most industrial personnel directors advocate compliance with The Educational Amendments of 1976, Part D - Guidance and Counseling, Sec. 341.

Purpose of the Study

The primary purpose of this study was to provide insights into the feasibility of increasing the quality of job performance and identifying changes in career maturity attitudes of counselors in the area of personnel needs of business and industry. Another intent of

this study was to provide a realistic and effective approach through an inservice program, to aid counselors in developing the competency needed to conduct comprehensive guidance programs. The final intent was to determine whether there are differences in counselor performances as perceived by administrators, teachers, and students.

It is hoped that information gained from this study may be utilized in the formulation of inservice programs for counselors by institutions of higher learning, state departments of education, or local school systems.

Specific Objectives

In order to attain the central purpose of this study, the following specific objectives were included:

1. To ascertain and compare the general characteristics of counselors completing the inservice program and those who did not;
2. To ascertain and compare the career maturity attitudes of counselors participating in the inservice program and those who did not;
3. To ascertain and compare the job performance in the area of personnel needs of business and industry of counselors participating in the inservice program and those who did not;
4. To design and conduct an inservice program for counselors to aid them in increasing knowledge, and in competently performing job functions related to personnel needs of business and industry; and

5. To ascertain the views of administrators, teachers, and students concerning the job performance of these counselors in the area of personnel needs of business and industry.

Limitations of the Study

1. Administrators, counselors, teachers, and students in the study were selected from secondary and/or post-secondary reimbursable vocational education programs in Mississippi public schools.
2. Subjects in the study were evaluated as a result of accumulated scores from Crites' Career Maturity Competence Test, LaBorde's Attitudes Toward Vocational Education, and Kemp's Counselor Performance Survey.

Table 1 is presented to clarify the identification of Subject Groups.

TABLE 1

SUBJECTS

Identification of Subject Groups		
Subject Group Number	Subject Group Title	Number
1	Experimental Group	30
2	Control Group	30
3	School Admin. of the Experimental Group	30
4	School Admin. of the Control Group	30
5	Teachers working with Experimental Group	60
6	Teachers working with Control Group	60
7	Students of the Experimental Group	60
8	Students of the Control Group	60

Hypotheses

The following null hypotheses were tested in this study:

1. There will be no significant difference in adjusted means in career maturity attitudes between participants in Subject Group No. 1 and Subject Group No. 2.
2. There will be no significant difference in adjusted means in career competence between participants in Subject Group No. 1 and Subject Group No. 2.
3. There will be no significant difference in performance between participants in Subject Group No. 1 and Subject Group No. 2 as reported in a follow-up survey by Subject Group No. 3 and Subject Group No. 4.
4. There will be no significant difference in performance between participants in Subject Group No. 1 and Subject Group No. 2 as reported in a follow-up survey by Subject Group No. 5 and Subject Group No. 6.
5. There will be no significant difference in performance between participants in Subject Group No. 1 and Subject Group No. 2 as reported in a follow-up survey by Subject Group No. 7 and Subject Group No. 8.

Assumptions

The following assumptions were made:

1. There is a relationship between the career maturity of counselors and their ability to interact with students concerning the personnel needs of business and industry.

2. There is no significant difference in the linearity of the curve of the initial means and the adjusted means.
3. There is a relationship between counselors who are familiar with the personnel needs of business and industry and the counseling functions performed by these counselors.
4. Kemp's CPS is a valid and reliable instrument.

Definitions of Terms

Career Maturity: The extent to which an individual identifies and understands changes occurring in the world-of-work, encourages value clarification and decision-making, and recognizes the need to prepare for productive participation in a career.

Linkage: Avenues of communication between business, industry, and education.

Job-related behaviors: Actions which meet standards expected by employers and peers in the world-of-work.

Psycho-social aspects of work: Integrating acceptable attitudes and pleasing personality traits into work habits.

Conceptual model: A method of developing viable lines of communication through successfully coordinated efforts of specialists from business, industry, and education.

Methodological tools: Reliable and valid instruments which measure the effectiveness and/or worth of conceptual models.

Work ethic: Principles of conduct and work standards which serve as guidelines for determining acceptable

employer and employee behavior.

Structured orientation: A three-hour graduate course designed to familiarize counselors with personnel needs of business and industry.

Personnel needs of business and industry: Qualifications needed by employees to competently perform specific jobs within the total operation of a business or an industry.

Competency: Job performance which is acceptable according to criteria established by an employer.

LaBorde's ATVE Scale: Attitude Toward Vocational Education Scale developed by LaBorde to measure vocational and career maturity.

Kemp's CPS Instrument: Counselor Performance Survey instrument constructed by Kemp to measure the quality of counselor job performances as perceived by administrators, teachers and students.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to present a review of pertinent research and literature related to the foundations of the study. This review is divided into two sections. Section one presents the current status of guidance services and counselor performances and career maturity. Section two presents literature related to counselor attitudes and vocational and career maturity.

Current Status of Guidance Services and Counselor Performances

The 6th Report of the National Advisory Council on Vocational Education (1972, pp. 3-4), "Counseling and Guidance: A Call for Change," concluded that the need for guidance services, particularly counseling, has been identified but that evidence of satisfactory performances by counselors has not been documented. The report expressed concern over the findings that counselors know little about the world-of-work outside of education and that job placement and follow-up services are not being routinely provided.

Similar findings and beliefs concerning the status of vocational programs, including guidance, are indicated by Coleman (1961, p. 183) and Barlow (1965, p. 290). Coleman's primary concern was the use of vocational programs as custodial institutions for slow learners, potential dropouts, and children offering discipline problems. The result, he

believed, was that our industrial society has been faced with an oversupply of manpower.

Comments on the changing scene in education and industry were made by Barlow (1965). He believed that change toward more positive and more structured vocational programs had already begun because of the dictates of recent technology and that success was possible only for the employee who could work with both hands and mind. Thus, it will no longer be possible to automatically enroll the slow learners in vocational programs.

In a review of the historical development of vocational guidance, Neff (1968, pp. 188-192) identified three phases of activity which have resulted in guidance education programs as they now exist. He recalled that in the early 1900's, the new vocational experts had limited information to offer clients concerning the job market. However, with the new dimension of psychometric testing which became available during World War I, came the development of numerous test batteries. Testing became a major function of counselors. After World War II, counseling accepted the responsibility of incorporating the technique of therapy or treatment as an approach to helping individuals. Neff concluded that the clinical approach to counseling had proven to be ineffective, and suggested that counselors be concerned with facts concerning occupations, employer needs and interests, aptitudes, and attitudes of students.

Further opposition to placing emphasis on emotional adjustment was voiced by Ausubel (1952, p. 194). It was recommended that counselors emphasize vocational exploration in their programs. This view stressed vocational success in our culture as being central to the

attainment of all other indexes of extrinsic status that defines the adult personality. Ausubel further theorized that vocational success was responsible for emotional, social, and psycho-sexual maturation. Proper job placement was stressed as a responsibility of the counselor to relieve young adults of anxieties, promote decision-making, and provide meaningful maturing processes. Adding support to this position was Erickson (1968, p. 132) in his statement: "In general, it is the inability to settle on an occupational identity which most disturbs young people."

The criticality of moving from adolescence to adulthood has been pointed out by Inhelder and Piaget (1968, p. 343). Referral was made to the decentering process, a moving away from the pure intellectual to reality, and to the importance of choice of vocation being involved in the process. The focal point of the decentering process was described as the entrance into the occupational or professional world, and the adolescent who undertakes a real job becomes an adult. The job leads the individual away from idealistic formalism into the reality of becoming an achiever.

Wirtz (1975, pp. 38-41) described school-to-work guidance and counseling as "an orphan function put on an already busy doorstep." Guidance and counseling is identified as the weakest link between the worlds of education and work, in that the students who need such guidance are not receiving adequate assistance. His contentions were that the introduction of greater knowledge and understanding of the world-of-work for counselors and students is essential to the success of the career guidance and counseling process.

Another need of education as outlined by Strobach (1976, pp. 8-11) was that education would benefit from an awareness of change in the work force. He indicated that accelerated technology and social change have created a need for continual changes in educational experiences to help potential employees adjust to new work requirements and new job opportunities.

Interviews conducted by Eggman, Campbell, and Garbin (1969, p. 48) with counselors in youth opportunity centers to identify problems most often encountered by students making the transition from school to work, bear out the findings of educational authorities. These counselors attested to a lack of realistic information concerning the world-of-work, and the lack of well planned placement services. It was suggested that schools provide additional guidance programs, additional occupational information, additional vocational and cooperative programs, and the addition of courses which teach basic pre-vocational skills. Many of the counselors expressed the opinion that schools were often too academically oriented to be cognizant of the needs of students beginning careers.

As suggested by Swanson (1971, pp. 21-26), vocational educators should put greater emphasis on meaningful information concerning the world-of-work. Further suggestions include involving business, labor, industry, government, and schools in the training and learning process.

The importance of exposing counselors to the world-of-work was referred to by Carey (1965, p. 214), and Rottinan (1973, pp. 27-29). They suggested that counselors continually visit businesses and

industries to learn current work practices, skill requirements, and general expectations of employers, which would aid in their counseling effectiveness.

The concept that education needs a programmed exposure to the real job-skill needs was stressed by Connor (1975, p. 16). It is pointed out that counselors should be aware of the interworkings of business and industry in order to effectively help students enter the world-of-work. Giving support to this thought is Ginzberg (1971, p. 371), who contended that new rites of passage from school to work, such as placement and follow-up programs, should be provided by counselors. He suggested that placement and follow-up services should act as liaisons between employers, counselors, and potential employees' vocational educators.

Acknowledgment was made by Hodgkinson (1976, pp. 40-48) that colleges and universities have discovered accountability and that all departments are looking seriously and analytically at their practices. It was suggested that counselor education departments evaluate the curricula, since a survey conducted by the National Institute of Education indicated that seventy-five to eighty percent of the sample expressed a need for personal counseling during their educational career, but noted that the opportunity for it did not exist.

The need to examine the national rhetoric today for industry and education to form partnerships and linkages or take steps to bridge the gap in terms of the realities of local situations was identified by Clark (1976, p. 1). The major focus of industry-education cooperation was to provide a school-to-work connection to prepare youth for a productive role in the marketplace. Also

emphasized was the need for career guidance, career information centers, school-based job placement services, occupational information systems, and work experience programs as key elements in a comprehensive education and work program.

Educators have recognized, according to Feingold (1974, p. 7) that the entire community must be involved in efforts to provide entry-level career opportunities for school-age youth. He suggested that counselors and other guidance personnel expand their relationships with employers, the Armed Services, governmental agencies, and civic and public service organizations.

Marland (1971) stressed the importance of a sound, systematized relationship between education and work, and suggested a coming together of manpower needs and the individual. Believing that education cannot adequately be accomplished within the walls of the school or in a work place alone, a proposal was made by Marland (1974, p. 242) that business-labor-industry personnel be invited to teach occupational skills to students in the classroom in order to harness the resources they have to offer.

He further suggested (1976, p. 7) that counselors be charged with much of the responsibility for coordinating the efforts of leaders in business, labor, industry, and education. Indications are that this coordination would provide work opportunities for potential employees. Combining the efforts of education and work could be increased if counselors would cooperate with coordinators of apprentice training programs, cooperative programs and others who offer on-the-job training.

Increased placement and faculty counseling in the next five years, as explained by Shingleton (1975, pp. 13-14), will be structured to orient graduates to the realities of employment. He pointed out the fact that appreciation of the work ethic may take on added significance during the interview and plant visits. Also related are the results of an employer survey, Recruiting Trends Survey, which indicate the need for instructors to gain industrial experiences, students being exposed to more career-related experiences, closer interaction between business and education in providing the experiences, accurate follow-up and follow-through programs, and additional research in the area of career planning.

Counselor Attitudes, and Vocational and Career Maturity

For many years vocational choice was viewed primarily as a single decision-making event in which the assessed characteristics of the individual were matched with the human requirements of occupations (Dvorak, 1947; Parson, 1909; Paterson and Darley, 1936; Williamson, 1939). Later theories proposed that vocational choice is a process which takes place over several years, during which time the individual makes not one, but a series of related decisions which determine his career pattern (Dysinger, 1950; Ginzberg, Ginsburg, Axelrod, and Herma, 1951; Super, 1953). Super (1955, pp. 151-163) emphasized the longitudinal nature of vocational decision-making to be consistent with another concept of vocational maturity, that of the various behavioral dimensions along which vocational development proceeds.

The development of interests during adolescence was studied by Carter (1940, pp. 185-191). Strong (1943, 1955) conducted research

with the Interest Maturity Scale and suggested that vocational behavior changes systematically with age. Sysinger (1950, pp. 198-201) indicated a need for the term "vocational maturity" to more clearly explain vocational implications of maturation. Super (1955), described the dimensions along which this type of development might proceed during adolescence and for which measures could be devised, to wit: Orientation to Vocational Choice, Crystallization of Traits, Information and Planning, Consistency of Vocational Preferences, and Wisdom of Vocational Preferences.

A logical and orderly discussion of how a developmental concept of vocational maturity has evolved during the last two or three decades was presented by Crites (1973). Early views characterized vocational decision-making as a time-bound, largely static event which occurred at the crossroads of life, usually upon high school graduation, when students took stock of themselves and the world-of-work and decided what he or she was going to do. This concept was institutionalized and perpetuated by the construction of a host of trait-and-factor measures, aptitudes, interests, and personality characteristics, designed to facilitate the process of matching men with jobs.

After a careful study of the work carried out in Super's Career Pattern Study, Gribbons and Lohnes (1968) defined vocational maturity as "readiness for vocational planning" and organized vocational maturity behaviors around eight dimensions: Factors in Curriculum Choice, Factors in Occupational Choice, Verbalized Strengths and Weaknesses, Accuracy of Self-Appraisal, Evidence for Self Rating, Interests, Values, and Independence of Choice. These eight vocational maturity dimensions were originally based on a logical sequence of maturity on

the basis of a priori of logical consideration, but received some empirical support after the data were later collected and analyzed.

The need for methods and techniques for evaluating vocational maturity became evident. Instruments to measure vocational maturity were constructed by Super and Overstreet (1960), Gribbons and Lohnes (1969), and Crites (1965). Crites' (1965) CMI Attitude Inventory has been demonstrated empirically to be correlated with chronological age. The work of Super, Crites, and Gribbons and Lohnes shows that the concept of vocational maturity is more comprehensive than simply vocational choice; it includes not only the selection of an occupation, but also attitudes toward decision-making, understanding of job requirements, planning activities, and development of vocational capabilities. When the individual possesses competence and attitudes needed for an occupation, he or she enters into a specific job. He further suggested a need for measures of readiness for training, job entry, and vocational adjustment.

Research conducted by Crites and Semler (1967, pp. 489-496) was designed to collect data on variables of educational achievement, adjustment, and vocational maturity to study dimensions of development in adolescence. Walsh and Osipow (1973, pp. 287-295) conducted a study of vocational maturity, self-concept, and career preference to explore the differences in self-concept and vocational maturity variables among freshmen students who made congruent, incongruent, and undecided choices of major fields in education.

A model of career maturity was developed and explained by Crites (1973) in his Career Maturity Inventory Theory and Research Handbook. This study utilized Crites' Attitude Scale of the Career

Maturity Inventory, consisting of fifty attitudinal statements. They are classified into the following dimensions: Involvement in the Process of Choice, Independence in Decision-making, Preference for Career Choice Factors, Orientation toward Work, and Conceptions of the Choice Process. He observed that the central proposition of the career development theory is that vocational behavior matures for most individuals as they progress from late childhood through adolescence to early adulthood. A challenge for the counselor to persuade students to accept the responsibility for their attitudes was made by Bernard and Fullmer (1969, p. 285).

The process of attitudinal change and/or retention as a reinforcement was expressed by Insko (1967, p. 14). A study conducted by Munger, Myers, and Brown (1963) attempted to demonstrate the attitudinal change in counselors brought about by short-term National Defense Education Act Institutes. This study showed that attitudes of counselors remained essentially the same at the conclusion of the institute. Mazer and Engle (1971) also attempted to determine attitudinal change of counselors during a 38-week experience. They measured the counselors' attitudes toward disadvantaged children and toward the parents of disadvantaged children. There was no evidence of significant change in attitude toward the children or the parents.

An attempt to determine the attitudes of school superintendents and principals toward vocational education was made by Bybouts and Krepel (1969, p. 109), by a survey administered to a randomly selected group of superintendents and principals. Superintendents, as a group, had more positive attitudes toward vocational education than the group

of principals. Erickson (1962, p. 190) concluded that the attitude of a high school principal is greatly responsible for the degree of effectiveness of the secondary guidance program.

The relationship of the attitude of the counselor to training and experience was identified by Lambert and Finley (1970). The attitudes were measured at five different levels of training and experience. The fact that the study was cross-sectional, but not longitudinal, may have altered interpretation of results. According to Kimbrell and Vineyard (1970, p. 67), a recent study of beginning workers who had been fired revealed that eighty percent lost their jobs because they could not get along with people. Bass and Rosen (1969, pp. 331-332) explained that behavior is related to attitude and that behavior is a functional value that positively or negatively affects job success. In a study of the cooperation of industry and education as it related to vocational-technical education, Burt (1967, p. 109) found employer attitudes toward the employment of vocational students to be the same as employer attitudes toward any youth.

Observations were made by Tyler (1961) to determine the difficulty which some individuals experience when they are confronted with the necessity of deciding upon an occupational goal or making multiple subordinate decisions which will lead to a goal. These decisions result from their vocational immaturity.

Havighurst (1953, p. 33) placed emphasis on the relationship of developmental tasks. He pointed out that success with earlier developmental tasks directly relates to the success of later ones.

Indications were made by Zylowski (1970, pp. 76-185) that Ginzberg's original concept of the intrinsic, extrinsic, and concomitant

values trichotomy has shown itself in several independent efforts to relate value systems to attitudes and work value concepts. He concluded that there was an existing relationship between work values, career maturity, and on-the-job behavior.

A study to investigate the attitudes of counselors toward trade and industrial education was conducted by Prichard (1968). From the single instrument administered to counselors, attitudinal and knowledge scores were derived which suggested that if counselors are to perform effectively, they should have exposure to and training in business and industry.

CHAPTER III

METHODS AND PROCEDURES

The primary purpose of this study was to determine the feasibility of increasing the quality of job performance and identifying changes in career maturity attitudes of counselors in the area of personnel needs of business and industry. Another intent was to investigate the effects of an inservice program designed to aid counselors in developing competencies needed to conduct comprehensive guidance programs. The final intent was to determine whether there are differences in counselor performances as viewed by administrators, teachers, and students.

Selection of Subjects

The subjects for this study were chosen from reimbursable vocational programs in the public schools in Mississippi. Numbers were assigned to the entire population of vocational counselors, administrators, teachers, and students. Eight Subject Groups to be used in this study were randomly selected by using a table of random numbers. Approximately two-thirds of the total population of counselors participated in the experimental and the control groups.

The following eight Subject Groups were used in this study: Subject Group 1, an experimental group of thirty counselors; Subject Group 2, a control group of thirty counselors; Subject Group 3, thirty administrators of counselors in Subject Group 1; Subject Group 4,

thirty administrators of counselors in Subject Group 2; Subject Group 5; sixty teachers associated with counselors in Subject Group 1; Subject Group 6, sixty teachers associated with counselors in Subject Group 2; Subject Group 7, sixty students associated with counselors in Subject Group 1, Subject Group 8, sixty students associated with counselors in Subject Group 2.

Instrumentation

The data needed for this study were obtained from scores from LaBorde's Attitude Toward Vocational Education (ATVE) Scale, Crites' Career Maturity Inventory (CMI) Competency Test, and Kemp's Counselor Performance Survey (CPS).

LaBorde's ATVE Scale, which was used in this study, was adapted from the original ATVE Scale, constructed by Englers (1966) and administered to a pilot group of graduate students in administration at the University of Nebraska. An item analysis was conducted to determine the ability of each item to discriminate. This instrument was administered to school administrators in a study conducted by Sybouts and Krepel (1969) and is currently being used in research. Dr. LaBorde reduced the number of items from 67 to 45 to eliminate items that specifically sampled administrative duties. Weighting factors have been developed for the ATVE Scale and were used in LaBorde's study. A separate answer sheet was used to facilitate hand scoring of the ATVE Scale. The split level reliability of this instrument was determined to be .79 by Engler. This reliability was considered significant, since a rather stable significant factor emerged during or in factor analysis of subject responses to the instrument. Both reliability

and validity have been established on LaBorde's ATVE Scale, which elicits feelings and subjective reactions toward choosing careers and entering the world-of-work.

Crites' CMI-Competence Test consists of five subscales which involve the following career choice dimensions: Self Appraisal, Occupational Information, Goal Selection, Planning and Problem-Solving. This test was used to measure cognitive variables such as appraisal of job-related capabilities, knowledge concerning the world-of-work, and characteristics needed for different occupational requirements.

Crites (1973, pp. 182-200) explains that internal consistency coefficients are available at this time on the CMI-Competence Test. Data on the test-retest stabilities are being collected. Kuder-Richardson Formula 20 indicates that all five subscales of the CMI-Competence Test are relatively homogeneous sets of items, and the assumption is that within a subscale the items measure essentially the same variable. Crites further explains that the validation of the CMI-Competence Test has just begun. He implies that criterion-related validity specifies the relationships of the CMI-Competence Test to grade as a criterion of development and stated that they are theoretically acceptable.

Kemp's CPS, Form A, was used to measure the quality of performance of the counselors in the Subject Group No. 1 and the Subject Group No. 2, as perceived by administrators and teachers. Form B, which consists of 15 items, was used to measure the quality of performance of counselors as perceived by students. The contents of the instruments were validated by a panel of experts in the areas of Research, Administration, and Guidance at Mississippi State University.

A study of the internal consistency (reliability) for forms A and B of Kemp's CPS yielded Alpha coefficients of .96 and .93, respectively. Alpha coefficients, according to Veldman (1967), reflect the degree of reliability among the items of a scale and are equivalent to the results derived for the Kuder-Richardson Formula 20.

To simplify references to the relationship of instruments to subject groups, Table 2 identifies this relationship.

TABLE 2

INSTRUMENT TO SUBJECT GROUP IDENTIFICATION

Subject Group No. 1 vs. Subject Group No. 2	(LaBorde's ATVE)
Subject Group No. 1 vs. Subject Group No. 2	(Crites' CMI)
Subject Group No. 3 vs. Subject Group No. 4	(Kemp's CPS)
Subject Group No. 5 vs. Subject Group No. 6	(Kemp's CPS)
Subject Group No. 7 vs. Subject Group No. 8	(Kemp's CPS)

Procedure

A two-week inservice program, Familiarizing Counselors with the Personnel Needs of Business and Industry, was conducted for Subject Group No. 1 at Mississippi State University during the summer of 1976.

Included in Appendix A are the Course Description and Requirements, Goal and Objectives, Required Reading List, the Agenda for the two-week inservice program, course outline, sample letters mailed to consultants and to randomly selected counselors in Subject Group No. 1 and Subject Group No. 2.

Crites' CMI-Competence Test and LaBorde's ATVE Scale were administered as pretests and posttests to Subject Group 1 and Subject Group 2. A copy of LaBorde's ATVE Scale is included in Appendix B.

A follow-up study of Subject Group 1 and Subject Group 2 was conducted approximately six months following the inservice program. The survey instrument, Kemp's CPS, Form A, was mailed to Subject Group Nos. 3, 4, 5, and 6; Form B was mailed to Subject Group Nos. 7 and 8. Copies of these instruments are included in Appendix B.

The investigator observed and interviewed all participants in Subject Group Nos. 1, 3, 5, and 7 and all participants in Subject Group Nos. 2, 4, 6, and 8, and was able to observe differences in the performances of counselors in Subject Group Nos. 1 and 2.

Data Collection

LaBorde's ATVE Scale and Crites' CMI-Competence Test were administered as pretests and posttests by the investigator to Subject Group No. 1. The same instruments were mailed to Subject Group No. 2 at the same time the pretests and posttests were administered to Subject Group No. 1.

Kemp's CPS Form A, was mailed to Subject Groups 3, 4, 5, and 6 to assess counselor performances as perceived by administrators and teachers. Kemp's CPS Form B, was mailed to Subject Groups 7 and 8 to assess counselor performances as perceived by students.

Analysis of Data

Data gathered in the study were transferred to recording sheets provided by the computer center at Mississippi State University

after the instruments were hand scored by the investigator. Data collected were punched on cards for computer processing.

An analysis of covariance model and a univariant analysis of variance model were used to analyze the data. The .05 level of significance was used to test the null hypothesis.

CHAPTER IV

ANALYSIS OF DATA

This study was organized around the central purpose of determining the feasibility of increasing the quality of job performance of counselors in the area of personnel needs of business and industry. It analyzed the extent to which career maturity attitudes and job performances differed in counselors who participated in a structured inservice training program and those who did not participate. Another intent was to determine differences in counselor performances as perceived by administrators, teachers, and students.

An experimental group of thirty counselors (Subject Group No. 1) and a control group of thirty counselors (Subject Group No. 2) were used in the experimental design. Administrators (Subject Group Nos. 3 and 4), teachers (Subject Group Nos. 5 and 6), and students (Subject Group Nos. 7 and 8), were also utilized in this study.

The general characteristics of teaching experiences and level of education of the experimental and control groups varied slightly. The teaching experience mean of the experimental group was 15 years compared to 11.5 years for the control group. The mean for the educational level of the experimental group was 40 graduate hours compared to 43 graduate hours for the control group.

This chapter was designed to consider each of the five null hypotheses. The instruments employed to gather the data for the study were Crites' CMI-Competence Test, LaBorde's ATVE Scale and Kemp's CPS, Forms A & B. Copies of LaBorde's ATVE Scale and Kemp's CPS have been included in Appendix B. Analysis of covariance was used to determine whether significant differences existed between and/or within the

groups. The null hypotheses were so stated as to be rejected at the .05 level of significance.

Hypothesis 1:

There will be no significant difference in adjusted means in career maturity attitudes between participants in Subject Group No. 1 and Subject Group No. 2.

To test Hypothesis 1, an analysis of covariance was used to compare the attitudes toward career maturity of Subject Group No. 1 with those of Subject Group No. 2. This analysis employed the post-test scores in LaBorde's ATVE Scale as the criterion variable and the pretest measures derived from the same instrument as the covariate.

Data summarizing the results of the analysis of covariance model comparing the career maturity attitudes of Subject Group No. 1 and Subject Group No. 2 on LaBorde's ATVE Scale are given in Table 3. When the variance between the means of Subject Group No. 1 and Subject Group No. 2 was compared, the derived F-ratio was 32.50. Since an F-ratio of 4.01 (df 1, 57) was the value required for indicating a significant difference between means at the .05 level, the null hypothesis was rejected.

Adjusted posttest means, comparing the progress in performance of the two groups, as measured by the LaBorde ATVE Scale are given in Table 4. Subject Group No. 1 had an adjusted mean of 94.59 and Subject Group No. 2 had an adjusted mean of 85.01, as can be seen in Table 4.

The group of counselors who attended the inservice program which familiarized them with the personnel needs of business and industry showed significantly more positive attitudes toward career maturity than did their counterparts who did not participate in the inservice program.

TABLE 3

ANALYSIS OF COVARIANCE MODEL FOR PREDICTING THE DIFFERENCES IN ATTITUDES OF SUBJECT GROUPS 1 and 2 UTILIZING LaBORDE'S ATVE SCALE

Source of Variation	df	Sum of Squares	Mean Squares	F Ratio
Covariate	1	3339.16	3339.16	78.97
Groups	1	1374.18	1376.18	32.50*
Residual	57	2410.25	42.28	
Total variance	59	7123.60	120.74	

*Significant at .05 level (F 4.01)

TABLE 4

ADJUSTED POSTTEST MEANS FOR SUBJECT GROUP 1 AND SUBJECT GROUP 2 AS MEASURED BY LaBORDE'S ATVE SCALE AND CRITES' CMI-COMPETENCE TEST

Criterion Variable	Subject Group No. 1	Subject Group No. 2
Attitudes (ATVE Scale)	94.59	85.01
CMI-Competence Test, Subscale 1	16.16	15.54
CMI-Competence Test, Subscale 2	19.14	19.12
CMI-Competence Test, Subscale 3	17.02	16.34
CMI-Competence Test, Subscale 4	16.34	16.06
CMI-Competence Test, Subscale 5	14.37	13.83
CMI-Competence - Total	83.00	81.04

Hypothesis 2:

There will be no significant difference in adjusted means in career competence between participants in Subject Group No. 1 and Subject Group No. 2.

To compare the career maturity competence of Subject Group No. 1 and Subject Group No. 2, six separate analyses of covariance models were computed. These analyses were performed by utilizing data from each of the subgroups as well as the total scores of Crites' CMI-Competence Test. In each case the posttest scores for the groups were used as the criterion measures and the pretest scores were employed as the covariance.

Subscale 1, Knowing Yourself, relates to career decision competence. The analysis of covariance as reported in Table 5, revealed an F value of 2.27, which was not significant at the .05 level.

TABLE 5

ANALYSIS OF COVARIANCE MODEL FOR PREDICTING THE DIFFERENCES IN SUBJECT GROUPS 1 AND 2 ON PART 1 OF CRITES' CMI-COMPETENCE TEST

Source of Variation	df	Sum of Squares	Mean Squares	F
Covariate	1	53.36	53.36	24.28
Groups	1	5.00	5.00	2.27
Residual	57	125.29	2.20	
Total variance	59	183.65	3.11	

Subscale 2, Knowing About Jobs, relates to knowledge of duties and tasks in the world-of-work, which is a dimension of career choice competence. The analysis of covariance as reported in Table 6 revealed an F value of .00 which was not significant at the .05 level.

TABLE 6

ANALYSIS OF COVARIANCE MODEL FOR PREDICTING DIFFERENCES IN SUBJECT GROUPS 1 AND 2 ON PART 2 OF CRITES' CMI-COMPETENCE TEST

Source of Variation	df	Sum of Squares	Mean Squares	F Ratio
Covariates	1	4.27	4.27	3.02
Groups	1	.01	.01	.00
Residual	57	80.65	1.42	
Total variance	59	84.93	1.44	

Subscale 3, Choosing a Job, indicates competence in identifying relationships between knowledge of self and the world-of-work. Data summarizing the results of the analysis of covariance model comparing the competence of Subject Group No. 1 and Subject Group No. 2 on Subscale 1 of Crites' CMI-Competence Test are given in Table 7. The F-ratio of 1.27 shown in Table 7 is not significant at the .05 level.

TABLE 7

ANALYSIS OF COVARIANCE MODEL FOR PREDICING DIFFERENCES IN SUBJECT GROUPS 1 AND 2 ON PART 3 OF CRITES' CMI-COMPETENCE TEST

Source of Variation	df	Sum of Squares	Mean Squares	F Ratio
Covariate	1	96.00	96.00	18.71
Groups	1	6.51	6.51	1.27
Residual	57	292.48	5.13	
Total variance	59	394.98	6.70	

Subscale 4, Looking Ahead, suggests the relationship of planning to career maturity. Data summarizing the results of the analysis of covariance model comparing the competence of Subject Group No. 1 and Subject Group No. 2 on Subscale 1 of Crites' CMI-Competence Test are given in Table 8. Data derived and presented in Table 8 revealed an F-ratio of .25, which is not significant at the .05 level.

TABLE 8

ANALYSIS OF COVARIANCE MODEL FOR PREDICING DIFFERENCES IN SUBJECT GROUPS 1 AND 2 ON PART 4 OF CRITES' CMI-COMPETENCE TEST

Source of Variation	df	Sum or Squares	Mean Squares	F Ratio
Covariates	1	53.16	53.16	11.17
Groups	1	1.19	1.19	.25
Residual	57	271.25	4.76	
Total variance	59	325.00	5.52	

Subgroup 5, What Should They Do? This subscale is designed to measure the extent to which individuals can solve problems in career development tasks which confront them as they prepare to enter the world-of-work. Data summarizing the results of the analysis of covariance model comparing the competence of Subject Group No. 1 and Subject Group No. 2 on Subscale 1 of Crites' CMI-Competence Test are given in Table 9. The F-ratio of .91 shown in this table was not significant at the .05 level.

TABLE 9

ANALYSIS OF COVARIANCE MODEL FOR PREDICING DIFFERENCES IN SUBJECT GROUPS 1 AND 2 ON PART 5 OF CRITES' CMI-COMPETENCE TEST

Source of Variation	df	Sum of Squares	Mean Square	F Ratio
Covariate	1	38.38	38.38	7.85
Groups	1	4.43	4.43	.91
Residual	57	278.59	4.89	
Total variance	59	321.40	4.89	

Hence, in the six analyses of covariance models employed to test significant differences in competency between Subject Groups 1 and 2, no significant differences were discovered among adjusted means for any of the competency criterion measures; therefore Hypothesis 2 was not rejected. These findings are reflected in the grand means of Subject Groups 1 and 2 in Table 10.

TABLE 10

ADJUSTED GRAND MEANS FOR SUBJECT GROUPS 1 AND 2
ON CRITES' CMI-COMPETENCE TEST

Groups	Grand Means
Subject Groups No. 1	14.37
Subject Group No. 2	13.83
Total Group	

Hypothesis 3:

There will be no significant difference in performance between participants in Subject Group No. 1 and Subject Group No. 2 as reported in a follow-up survey by Subject Group No. 3 and Subject Group No. 4.

A univariant analysis of variance model was used to compare the administrators' perceptions of counselors' performances in Subject Group No. 1 and Subject Group No. 2, as measured by Form A of Kemp's Counselor Performance Survey (CPS). The results of the analysis of variance model are given in Table 11.

Means computed for performances of both groups, as assessed by administrators are given in Table 12. Each of the F-ratios derived in the analysis of counselor performances, as measured by the 25 separate items on the CPS, yielded F-ratios greater than the 4.01 value. This value is significant at the .05 level as revealed in Tables 12 and 13.

In all cases the counselors who participated in the inservice program, Subject Group No. 1, were rated significantly higher by the

TABLE 11

DIFFERENCES IN COUNSELOR PERFORMANCES BETWEEN AND WITHIN SUBJECT GROUP NOS. 1 AND 2 AS PERCEIVED BY SUBJECT GROUP NOS. 3 AND 4 (ADMINISTRATORS)

Variables	Sum of Squares Between (df 1)	Sum of Squares Within (df 58)	F	t
1	32.267	62.467	29.96*	5.47**
2	15.000	53.000	16.41*	4.05**
3	33.750	55.233	35.44*	5.95**
4	20.416	47.767	24.79*	4.97**
5	20.416	54.433	21.75*	4.66**
6	21.600	60.800	20.61*	4.54**
7	24.067	55.267	25.26*	5.03**
8	25.349	71.633	20.53*	4.53**
9	28.017	50.967	31.88*	5.65**
10	25.350	55.900	26.30*	5.13**
11	26.667	55.667	27.29*	5.22**
12	46.817	44.833	60.57*	7.78**
13	36.817	56.167	38.02*	6.17**
14	32.267	54.133	34.57*	5.88**
15	28.017	56.967	28.52*	5.34**
16	29.400	65.533	26.02*	5.10**
17	30.817	69.367	25.77*	5.08**
18	40.017	62.833	36.94*	6.08**
19	17.067	50.333	19.67*	4.43**
20	30.817	64.167	27.86*	5.28**
21	21.600	66.800	18.75*	4.33**

Table 11. Continued.

Variables	Sum of Squares Between (df 1)	Sum of Squares Within (df 58)	F	t
22	29.400	54.533	31.27*	5.59**
23	45.067	57.933	45.12*	6.72**
24	48.600	70.000	40.27*	6.35**
25	36.817	54.167	39.42*	6.28**

* F - 4.01 Significant at .05 level.
** t - 2.0 Significant at .05 level.

TABLE 12

COMPARISON OF COUNSELOR PERFORMANCES OF SUBJECT GROUP NO. 1 AND SUBJECT GROUP NO. 2 AS PERCEIVED BY SUBJECT GROUP NOS 3 AND 4

	Administrators			
	Subject Group No. 1		Subject Group No. 2	
Variables	Mean	S.D.	Mean	S.D.
1	4.17	.698	2.70	1.290
2	4.50	.682	3.50	1.167
3	4.23	.678	2.73	1.201
4	4.30	.595	3.13	1.136
5	3.63	.889	2.46	1.041
6	4.00	.742	2.80	1.242
7	3.97	.764	2.70	1.149
8	4.17	.834	2.86	1.332
9	3.37	.928	2.00	.946
10	3.90	.803	2.60	1.132
11	4.00	.871	2.66	1.093
12	4.03	.850	2.26	.907
13	3.97	.850	2.40	1.101
14	4.13	.571	2.66	1.241
15	4.00	.788	2.63	1.159
16	4.17	.834	2.76	1.250
17	4.00	.983	2.56	1.194
18	4.27	.785	2.63	1.245
19	4.43	.568	3.36	1.188
20	3.90	.885	2.47	1.195
21	4.20	.610	3.00	1.389
22	4.07	.828	2.67	1.093
23	4.37	.615	2.63	1.272
24	4.60	.724	2.80	1.374
25	4.30	.702	2.73	1.172

TABLE 13

DIFFERENCES BETWEEN AND WITHIN COUNSELOR PERFORMANCES IN SUBJECT GROUP NOS. 1 AND 2 AS PERCEIVED BY SUBJECT GROUP NO.S 5 AND 6 (TEACHERS)

Variables	Sum of Squares Between (df 1)	Sum of Squares Within (df 118)	F	t
1	48.133	143.867	39.48*	6.28**
2	67.450	114.367	69.64*	8.35**
3	48.133	137.166	41.41*	6.44**
4	53.333	124.133	50.70*	7.12**
5	9.075	138.850	7.71*	2.77**
6	32.033	135.833	27.83*	5.28**
7	48.133	125.167	45.38*	6.74**
8	28.033	160.333	20.63*	4.54**
9	21.675	137.116	18.65*	4.32**
10	39.675	139.117	33.65*	5.80**
11	38.533	112.666	40.36*	6.35**
12	33.075	125.850	31.01*	5.57**
13	38.533	123.333	36.87*	6.07**
14	36.300	108.867	39.35*	6.27**
15	54.675	128.117	50.36*	7.10**
16	44.408	133.917	39.13*	6.26**
17	30.000	139.200	25.43*	5.05**
18	45.633	161.833	33.27*	5.77**
19	43.200	126.767	40.21*	6.34**
20	38.533	118.767	38.28*	6.19**
21	61.633	152.233	47.77*	6.91**
22	38.533	153.433	29.63*	5.44**
23	57.408	124.383	54.46*	7.38**
24	56.033	126.333	52.34*	7.23**
25	73.633	149.033	58.30*	7.64**

*F 4.01 Significant at .05 level
**t 2.0 Significant at .05 level

administrators, than their counterparts, Subject Group No. 2, who did not participate in the inservice program.

The null hypothesis predicted no significant difference in performance between Subject Group Nos. 1 and 2. Significant differences in means were found at the .05 level. The hypothesis was rejected.

Hypothesis 4:

There will be no significant difference in performance between participants in Subject Group No. 1 and Subject Group No. 2 as reported in a follow-up survey by Subject Group No. 5 and Subject Group No. 6.

A univariant analysis of variance model was utilized to compare performances of counselors as perceived by teachers. The teachers were administered Kemp's CPS Form A to assess the business and industry related performances of counselors in Subject Group No. 1 and Subject Group No. 2. The results of the analysis of variance model are presented in Tables 13 and 14.

Means and standard deviations for the Subject Group No. 1 and Subject Group No. 2 are compared in Table 14. The F-ratios derived on all of the 25 variables for Subject Group No. 1 were greater than 4.01, which was the value required to indicate significant differences between means at the .05 level.

The counselors in Subject Group No. 1, who participated in the inservice program to familiarize counselors with business and industry, were given higher ratings by teachers on the CPS than counselors who did not participate in the inservice program.

As a result of the analysis of these data, the null hypothesis which predicted no significant difference in performances between participants in Subject Group Nos. 1 and 2 was rejected.

TABLE 14

COMPARISON OF COUNSELOR PERFORMANCES OF SUBJECT GROUP NOS. 1 AND 2 AS PERCEIVED BY SUBJECT GROUP NOS. 5 AND 6

Variables	Teachers			
	Subject Group No. 1		Subject Group No. 2	
	Mean	S.D.	Mean	S.D.
1	4.13	.873	2.87	1.294
2	4.38	.640	2.88	1.236
3	3.98	.854	2.71	1.263
4	4.23	.745	2.90	1.245
5	3.55	.982	3.00	1.179
6	3.98	.911	2.95	1.213
7	3.98	.930	2.72	1.121
8	3.77	.945	2.80	1.350
9	3.38	1.091	2.53	1.065
10	3.87	1.033	2.72	1.136
11	3.87	.965	2.73	.989
12	3.75	1.130	2.70	.926
13	3.93	.936	2.80	1.102
14	3.97	.843	2.87	1.065
15	3.97	1.008	2.62	1.075
16	3.93	.880	2.72	1.223
17	3.80	.935	2.80	1.218
18	4.18	.948	2.95	1.358
19	4.28	.691	3.08	1.293
20	3.72	.825	2.58	1.154
21	4.18	.813	2.75	1.385
22	3.88	.904	2.75	1.336
23	4.15	.732	2.77	1.254
24	4.40	.718	3.03	1.275
25	3.95	1.048	2.38	1.194

Hypothesis 5:

There will be no significant differences in performance between participants in Subject Group No. 1 and Subject Group No. 2 as reported in a follow-up survey by Subject Group No. 7 and Subject Group No. 8.

The univariant analysis of variance model was used to compare the students' perception of the performances of counselors in Subject Group Nos. 1 and 2 as measured by the 15 items on Form B of Kemp's CPS. The results of the analysis of variance are shown in Table 15.

TABLE 15

DIFFERENCES BETWEEN AND WITHIN COUNSELOR PERFORMANCES OF SUBJECT GROUP NOS. 1 AND 2 AS PERCEIVED BY SUBJECT GROUP NOS. 7 AND 8 (STUDENTS)

Variables	Sum of Squares Between (df 1)	Sum of Squares Within (df 118)	F	t
1	57.408	168.917	40.10*	6.33*
2	56.033	130.333	50.73*	7.12**
3	27.075	101.517	31.47*	5.61**
4	39.675	106.317	44.03*	6.64**
5	37.408	135.183	32.65*	5.71**
6	34.133	163.067	24.70*	4.97**
7	28.033	161.267	20.51*	4.53**
8	25.208	141.117	21.08*	4.59**
9	21.675	150.917	16.95*	4.12**
10	45.633	111.833	48.15*	6.94**
11	27.075	123.917	25.78*	5.08**
12	7.008	103.317	8.00*	2.83**
13	39.675	113.650	41.19*	6.42**
14	23.408	156.917	17.60*	4.20**
15	44.408	174.717	29.99*	5.48**

*F 4.01 Significant at .05 level
**t 2.0 Significant at .05 level

Table 16 reveals the means and standard deviations of each item in Subject Group Nos. 1 and 2. It allows a comparison of the means and standard deviation of the two groups.

All of the F-ratios derived in the analysis of counselor performance, as measured by the 15 separate items on the CPS, yielded F-ratios greater than 4.01, which is required to indicate significant differences between means at the .05 level.

Based on the data discussed, the null hypothesis was rejected since it predicted no significant difference in performance between participants in Subject Group Nos. 1 and 2.

The counselors who attended the inservice program, Subject Group No. 1, were viewed by their students as being significantly more competent in the area of personnel needs of business and industry than were the counselors in the control group, Subject Group No. 2, as viewed by their students.

TABLE 16

COMPARISON OF COUNSELOR PERFORMANCES OF SUBJECT GROUP NOS. 1 AND 2 AS PERCEIVED BY SUBJECT GROUP NOS. 7 AND 8

Variables	Students			
	Subject Group No. 1		Subject Group No. 2	
	Mean	S.D.	Mean	S.D.
1	3.77	1.110	2.38	1.277
2	3.90	.969	2.53	1.127
3	3.62	.922	2.66	.933
4	4.06	.779	2.92	1.094
5	3.75	.968	2.63	1.164
6	3.83	.977	2.77	1.345
7	3.83	.994	2.87	1.321
8	3.78	.993	2.87	1.186
9	3.28	.958	2.43	1.280
10	4.35	.708	3.12	1.180
11	3.88	.904	2.93	1.133
12	3.32	.930	2.83	.942
13	4.40	.694	3.25	1.202
14	4.12	1.106	3.23	1.198
15	3.73	1.132	2.52	1.295

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The primary purpose of this study was to determine the feasibility of increasing the quality of job performances of counselors in the area of personnel needs of business and industry. Another primary concern was to examine the effects of a structured inservice program designed to aid counselors in developing competency needed to conduct comprehensive vocational guidance programs. The inservice program placed major emphasis on methods and techniques of effectively communicating with business, industry, and government agencies. The final intent was to determine whether there are differences in counselor performances as perceived by administrators, teachers, and students. Five null hypotheses were formulated to structure this study.

Summary of Procedures

The subjects for this study, 60 counselors, 60 administrators, 120 teachers, and 120 students, were randomly selected. All subjects either worked in or were enrolled in public secondary and post-secondary vocational programs in Mississippi. Numbers were assigned to the total population of counselors in vocational schools in Mississippi. A table of random numbers was used to select the participants in an experimental group (Subject Group No. 1), and a control group (Subject Group No. 2). Since there was only one local director in each vocational-technical school in Mississippi, these administrators

were automatically selected as Subject Group No. 3 and Subject Group No. 4. The other participants, Subject Group Nos. 5, 6, 7, and 8, were randomly selected.

Subject Group No. 1, which consisted of 30 counselors, participated in a two-week inservice program, Familiarizing Counselors With the Personnel Needs of Business and Industry, at Mississippi State University, July 26 - August 6, 1976. Crites' CMI-Competence Test and LaBorde's ATVE Scale were used as pretest and posttest measures. Kemp's CPS, Forms A & B were used to assess counselor performances as perceived by administrators, teachers, and students. A follow-up study was conducted by the investigator. Personal visits were made to the counselors, administrators, teachers, and students who were involved in the study.

Analysis of covariance and univariant analysis of variance statistical models were used to analyze the data. The .05 level of significance was used to test the null hypotheses.

Summary of Hypotheses

Hypothesis 1: The first hypothesis stated that there would be no significant differences in adjusted means in career maturity attitudes between participants in Subject Group No. 1 and Subject Group No. 2. Results of the analysis of covariance showed that when the variance between the means was compared the derived F-ratio was 32.50. An F-ratio of 4.01 was required to indicate a significant difference between means at the .05 level. Consequently, the null hypothesis was rejected. The counselors who attended the inservice program (Subject Group No. 1) showed significantly more positive attitudes

toward career maturity than the counselors who were in the control group (Subject Group No. 2).

Hypothesis 2: The second hypothesis indicated that there would be no significant differences in the adjusted means in career competence between participants in Subject Group No. 1 and Subject Group No. 2. The comparison between the two groups was made by computing six separate analysis of covariance models, one model for each of the five subscales, and one for the total scores on Crites' CMI-Competence Test. No significant differences among adjusted means were identified in Subject Group No. 1 and Subject Group No. 2; therefore, Hypothesis 2 was accepted.

Hypothesis 3: The third hypothesis stated that there would be no significant differences in performance between participants in Subject Group No. 1 and Subject Group No. 2 as reported in a follow-up survey by administrators of both groups. A univariant analysis of variance was utilized to compare performances of counselors as perceived by administrators. The analysis of the 25 separate items on the CPS yielded F-ratios greater than the 4.01 value which was required to indicate significant differences between means at the .05 level. On the basis of these data, the null hypothesis was rejected. The counselors who participated in the inservice program were given significantly higher ratings by the administrators than counselors who did not participate in the inservice program.

Hypothesis 4: The fourth hypothesis indicated that there would be no significant differences in performances of counselors in Subject Group No. 1 and Subject Group No. 2 as reported in a follow-up survey by teachers who are associated with the counselors.

A univariant analysis of variance model was used to compare the teachers' perceptions of counselors' performances. The F-ratios derived on all of the 25 variables identified the F-ratios for the experimental group to be greater than the 4.01 value, which was required to indicate significant differences between means at the .05 level. As a result of the data derived, the null hypothesis was rejected.

Hypothesis 5: The fifth hypothesis stated that there would be no significant differences in performances of counselors in Subject Group No. 1 and Subject Group No. 2 as reported in a survey by students who are associated with the counselors.

Student perceptions of counselor performances were analyzed by the use of a univariant analysis of variance model. The instrument used to measure counselor performances was Kemp's CPS, Form B. All of the F-ratios derived, as measured by the 15 items on the CPS yielded F-ratios greater than 4.01, which was required to indicate significant differences in means at the .05 level. Based on these data, the null hypothesis was rejected.

The students reported the counselors who had attended the inservice program to be significantly more competent in job performances related to business and industry than those who had not attended the program.

Conclusions

Data for this study have been gathered from administrators, teachers, students and counselors of reimbursable vocational programs in public schools in Mississippi. These data have been utilized in the analyses of a number of competencies related to job performances of counselors.

The general characteristics of teaching experiences and level of education of the experimental and control groups varied slightly. The teaching experience mean of the experimental group was 15 years compared to 11.5 years for the control group. The mean for the educational level of the experimental group was 40 graduate hours compared to 43 graduate hours for the control group.

1. Significant differences in career maturity attitudes existed between counselors in the experimental and control groups. Experiences provided in the inservice program caused the experimental group to display positive career maturity attitudes which were significant enough to justify these types of experiences.
2. Experiences provided in the inservice program did not significantly increase the career competence of participants in the experimental group over the control group.
3. Administrators perceived that counselors receiving experiences in the inservice program were significantly more effective in business and industry related performances than those counselors not participating in the program.
4. Increased counselor performance in the area of business and industry was perceived by teachers, for counselors receiving inservice experiences. The experiences provided increased the experimental group's performance significantly over the performances of the control group.
5. Knowledge gained in the inservice program concerning the world-of-work increased the performance of counselors as viewed by students. Experiences provided in the inservice

program concerning personnel needs of business and industry, significantly increased the ability of counselors in the experimental group to interact with students over counselors in the control group.

Implications

The findings of this study have created certain situations from which implications may be derived. This study revealed that there were significant differences in career maturity attitudes and that career maturity attitudes affect counselor performances related to the world-of-work. Implications stemming from these findings involve planning for inservice and preservice programs which include experiences to familiarize counselors with the operational procedures and interworkings of various types of businesses, industries and government agencies. This inference is substantiated by Swanson (1971), Carey (1965), Connor (1975), Clark (1976), and Marland (1976), who referred to career maturity attitudes as life-long learnings which are closely related to counselors' reactions to the world-of-work. They are also related to decisions involving concerns of students entering the world-of-work.

Another closely related concept emerged during this study and deserves attention. It is the effect of the structured inservice program which significantly increased the quality of counselor performances in the area of personnel needs of business and industry. Plans to solicit the implementation of similar programs in the immediate future are justified. Such programs may be extrapolated into counselor education programs to improve the competency of future counselors in this area.

Finally, there are implications for intensive inservice and preservice programs for counselors. These would include such components as methods and techniques for initiating comprehensive guidance programs; public relations, the world-of-work as a learning environment, programs of work; facilitating the elimination of sex stereotyping, sex bias and sex discrimination; counselors as liaisons between business, industry and education; techniques for communicating with various publics served by counselors; accountability through placement; and, follow-up and follow through.

These implications agree to some extent with Hodgkison (1976), Stiles (1971), and Stivala (1974) who suggested that counselor education programs restructure their curricula to utilize the expertise of business, industry and government agencies. Further suggestions were that the same expertise be harnessed and used to assist in conducting inservice programs for counselors in secondary programs.

Recommendations

The following recommendations are made, based on the findings of this study:

1. A replication of this study be conducted using a larger population of subjects and including variables such as work experience other than teaching, number of years in counseling service, etc.
2. Follow-up and follow through research be conducted to determine changes in performances of subjects included in this study, for at least a three-year period.

3. Similar research be conducted in other guidance service areas such as group guidance, placement services, and educational and occupational information services.
4. Other experimental studies be conducted using other types of programs and methods of instruction to determine the effectiveness of such programs to improve the quality of counselor performances.

APPENDICES

APPENDIX A

AGENDA

FAMILIARIZING COUNSELORS WITH

THE PERSONNEL NEEDS OF BUSINESS AND INDUSTRY

Course Title: GED 6123 - Guidance Seminar: Familiarizing Counselors with the Personnel Needs of Business and Industry.

Enrollees: Secondary and/or Post Secondary Counselors

Objective: To assist counselors in identifying personnel needs of business and industry, and in designing programs of work which include effective methods and techniques for communicating these needs to teachers and students.

Dates:

Location: Memorial Hall, Mississippi State University

Credit: Three (3) semester hours of graduate credit which can be used to meet certification requirements.

Registration:

Fees:

Text: See Materials and Media List.

Course Requirement: To receive credit for the course, the student must attend all 15 three-hour sessions and will complete assignments listed on the Requirement Sheet.

Examination: A performance evaluation based on criteria established by the professor and the strategies planning committee.

The tentative goal and objectives for the course are:

Goal: To aid counselors in developing competencies needed to help students become successful employees in the world-of-work.

Objectives:

1. To familiarize counselors with the basic personnel needs of business and industry.

2. To utilize the expertise of consultants from business, industry, state and government agencies to inform counselors of their personnel needs and to identify for counselors strengths and weaknesses in potential and/or new employees.

3. To involve participants in experiences that will challenge them to improve communications with personnel in business and industry, the school system, the legislature, and labor organizations.

4. To develop a plan to periodically include student guidance activities that relate to personnel needs of business and industry.

5. To facilitate the development of techniques to use in teacher and student career related group activities, such as communications and psycho-social aspects of work.

6. To facilitate the development of methods and techniques to initiate organized visits and to assess needs among vocational education programs, business, industry, and government agencies.

7. To facilitate the planning of public relations activities as a segment of a program of work.

The following program will describe topics to be included and the consultants who will be asked to present pertinent information concerning each topic.

Inservice Education Program

<u>1st Session</u>

9:30 a.m. - 9:45 a.m.	Welcome - Dr. M. M. Hawkins, Dean College of Education, Mississippi State University
9:45 a.m. - 10:00 a.m.	Break
10:00 a.m. - 12:00 p.m.	Pretest - Louie Kemp
12:00 p.m. - 1:30 p.m.	Lunch
1:30 p.m. - 2:30 p.m.	Orienting Counselors to Employer Needs Through Counselor Education Programs Dr. Gerald LaBorde, Unive-sity of Tennessee, Knoxville, TN

2:30 p.m. - 3:00 p.m.	Break
3:00 p.m. - 3:30 p.m.	Reactor panel

2nd Session

8:30 a.m. - 10:00 a.m.	The Many Moods of Business and Industry Concerning Counselors Dr. Gerald LaBorde
10:00 a.m. - 10:30 a.m.	Break
10:30 a.m. - 12:00 p.m.	The World of Work: A Learning Environment for Counselors Mr. Hugh Ketchum, Personnel Director, Mississippi Manufacturers Association, Jackson, MS
12:00 p.m. - 1:30 p.m.	Lunch
1:30 p.m. - 2:00 p.m.	Counselors, Business, Industry Mr. Joe McDaniel, State Department of Education, Vocational-Technical Division, State Supervisor, Guidance and Occupational Orientation
2:00 p.m. - 2:30 p.m.	Break
2:30 p.m. - 3:15 p.m.	Public Relations, A Must for Counselors Dr. Tom Hinckle, Assistant Professor, Management, Mississippi State University

3rd Session

8:30 a.m. - 10:00 a.m.	Methods of Personnel Development Mrs. Ruby Patty, Recruiting Supervisor, South Central Bell, Jackson, MS
10:00 a.m. - 10:30 a.m.	Break
10:30 a.m. - 11:15 a.m.	Career Teaching Aids Ms. Barbara Hammonds, Educational Consultant, South Central Bell, Meridian, MS
11:15 a.m. - 12:00 p.m.	Viewing the Total Picture of Work Mr. John William Edwards, District Traffic Manager, South Central Bell, Meridian, MS

12:00 p.m. - 1:00 p.m.	Lunch
1:30 p.m. - 3:00 p.m.	Guided Tour - South Central Bell Plant, Columbus, MS Mrs. Wilma Bounds, District Supervisor, South Central Bell, Meridian, MS

4th Session

8:30 a.m. - 10:00 a.m.	Have Personnel Needs List - Will Share Mr. Jim Barnes, Personnel Director, Spartus Corporation, Louisville, MS
10:00 a.m. - 10:30 a.m.	Break
10:30 a.m. - 11:00 a.m.	Organizational Structure of Spartus Mr. Jim Barnes
11:00 a.m. - 12:30 p.m.	Lunch
12:30 p.m. - 3:00 p.m.	Tour Spartus Plant - Interview Manager and Assistant Manager

5th Session

8:30 a.m. - 10:00 a.m.	Start-up Programs in Mississippi Mr. Howard Newby, Research and Curriculum Specialist, R/CU Mr. Ray Adcock, Coordinator, New and Expanding Industries, State Department of Education, Vocational-Technical Division
10:00 a.m. - 10:30 a.m.	Break
10:30 a.m. - 12:00 p.m.	Programs of Work and Counseling Aid Packets Ms. Judy McLarty, Assistant State Supervisor, Special Services, State Department of Education, Vocational-Technical Division Ms. Paula Walter, Research and Curriculum Specialist, R/CU Mrs. Louie Kemp, Field Services Coordinator, R/CU
12:00 p.m. - 1:30 p.m.	Lunch

1:30 p.m. - 3:00 p.m.	Small Work Groups Objective: Develop Programs of Work and Counselor Aid Packet Louie Kemp and Paula Walter, Facilitators

6th Session

8:30 a.m. - 9:15 a.m.	Supervised Small Group Activity
9:15 a.m. - 10:00 a.m.	Are Federal Definitions Important? Ms. Judy McLarty
10:00 a.m. - 10:30 a.m.	Break
10:30 a.m. - 12:00 p.m.	The Buckley Amendment Dr. Kenneth Gordan, Assistant Dean of Students, Mississippi State University
12:00 p.m. - 1:30 p.m.	Lunch
1:30 p.m. - 3:00 p.m.	Labor Laws: Implications for Counselors and Potential Employees E. Grady Jolly - Attorney

7th Session

8:30 a.m. - 10:00 a.m.	Why and How Counselors Should Communicate with Industry Don Massengale - Ingall Shipyards Pascagoula, MS
10:00 a.m. - 10:30 a.m.	Break
10:30 a.m. - 11:30 a.m.	Personnel Needs of Business Mr. Don Wiygul, Employment Supervisor North Mississippi Medical Center
11:30 a.m. - 12:00 p.m.	P.R. Packet for Counselors Mrs. Becky Elliot, Starkville Vocational Complex
12:00 p.m. - 1:30 p.m.	Lunch
1:30 p.m. - 3:00 p.m.	Individual Interviews with Personnel Managers to Assess Needs and Expectations of Employees

8th Session

8:30 a.m. - 10:00 a.m.	Communicating with the Public, Potential Employees and Counselors Mr. Brister Hughes, State Counseling Supervisor Ms. Corrine Kennedy, State Counseling Specialist, Employment Security Commission, Jackson, MS
10:00 a.m. - 10:30 a.m.	Break
10:30 a.m. - 12:00 p.m.	Mr. Brister Hughes Ms. Corrine Kennedy
12:00 p.m. - 1:30 p.m.	Lunch
1:30 p.m. - 2:00 p.m.	Review of Events Louie Kemp
2:00 p.m. - 3:00 p.m.	Personal Needs of Business and Industry Mr. Wendel Rogers, Vice-President, Bank of Louisville, Louisville, MS

9th Session

8:30 a.m. - 10:00 a.m.	Counselors: Connecting Link Between Business, Industry, Teachers and Students Mr. O. T. Robinson, State Director of Management, South Central Bell, Jackson, MS
10:00 a.m. - 10:30 a.m.	Break
10:30 a.m. - 12:00 p.m.	Individual Reports (3 minutes) Results of Interviews
12:00 p.m. - 1:30 p.m.	Lunch
1:30 p.m. - 2:30 p.m.	Am I O.K.? A Technique for Counseling Dr. Tom Hinckle, Mississippi State University

10th Session

8:30 a.m. - 10:00 a.m.	ACT Testing Program Dr. Lee Noel, Regional Vice-President, Educational Services Division, The American Testing Program, Iowa City, IA

10:00 a.m. - 10:30 a.m.	Break
10:30 a.m. - 12:00 p.m.	Posttest
12:00 p.m. - 1:30 p.m.	Lunch
1:30 p.m. - 3:00 p.m.	Evaluate Program Summary of Activities
	Adjourn

Course Outline

Familiarizing Counselors With the Personnel

Needs of Business and Industry

Topic:

Orienting Counselors to Employee Needs Through Counselor Education Programs

Dr. Gerald LaBorde

University of Tennessee

I. Structure of a counselor education program

A. Philosophy

B. Needs assessment

C. Objectives

II. Methods and techniques needed to effectively initiate comprehensive guidance programs

A. Counselor relationships with business, industry, and government agencies

B. Counselor relationships with school administrators, teachers, students and parents

Topic:

The Many Moods of Business and Industry Concerning Counselors

Dr. Gerald LaBorde

University of Tennessee

I. Past, present and future images of counselors

A. Influences of counseling theories

B. Stereotyping of counselors by personnel from business and industry

C. Techniques for improving counselor image with business and industry

D. Evaluating worth of improved counselor-business-industry relationship

Topic:

The World of Work: A Learning Environment for Counselors

Mr. Hugh Ketchum

Mississippi Manufacturers Association

Jackson, Mississippi

I. Counselors in the world-of-work

A. Establishing counselor contacts with personnel from business and industry

B. Business and industry responds positively to education

C. The function of advisory and craft committees from business, industry and professions

D. Establishing placement services in secondary programs

II. Counselors intern in business/industry/professions

A. Criteria for entering internship

B. Expected outcomes from internship

C. Incorporating business and industrial employee needs into counseling program

Topic:

Counselors, Business, Industry

Mr. Joe McDaniel

State Supervisor of Guidance

Jackson, Mississippi 39205

I. Present status of guidance in Mississippi

II. Improving placement, follow-up and follow through

Topic:

Public Relations A Must for Counselors

Dr. Tom Hinckle

Mississippi State University

I. Communications-a two-way street

II. Demonstrating effective communications techniques

Topic:

Methods of Personnel Development

Mrs. Ruby Patty

Recruiting Suppervisor

South Central Bell

Jackson, Mississippi

I. Attitudes toward work

A. Positive attitude toward work and public

B. Pleasing voice and personality

C. Silence, at times, is golden

D. Patience and how to develop it

II. Basic operator training procedure

A. Criteria for selecting potential workers

B. Visual presentation-operators in action

Topic:

Career Teaching Aids

Barbara Hammond

Educational Consultant

South Central Bell

Meridian, Mississippi

I. Display and explanation of career teaching aids

A. Role play-participants demonstrate teaching aids

B. Availability of free career teaching aids from South Central Bell

II. Resource people available at South Central Bell

A. Who, where, how to contact for educational services

B. Slides, demonstrating the use of career teaching aids

Topic:

Viewing the Total Picture of Work

John William Edwards

South Central Bell

Meridian, Mississippi

I. Potential employees are potential business leaders

A. Broad spectrum of jobs

B. Job satisfaction-job success

II. Growing with an industry

A. Managements contribution

B. Employees contribution

Topic:

Guided Tour of South Central Bell Plant, Columbus, Mississippi

Wilma Bounds

District Traffic Supervisor

South Central Bell

Meridian, Mississippi

I. On-site visits of workers performing throuthout the South Central Bell plant

II. Interviews with personnel director, manager, and district supervisors

III. Question and answer period with a panel of off-duty employees

Topic:

Have Personnel Needs List-Will Share

Jim Barnes

Spartus Corporations

Louisville, Mississippi

I. Healthy attitudes toward work

A. Desire to work

B. Understanding the work environment

C. Orientation to the job

D. Basic understanding of labor laws

E. Basic understanding of employee rights

II. Tour of Spartus plant to observe workers

A. Observe assembly line jobs

B. Observe office jobs

C. Question and answer period with managers of Spartus Corporation

Topic:

Start-Up Programs in Mississippi

Ray Adcock	Howard Newby
SDVTE	R/CU
Jackson, Mississippi	Mississippi State University

I. The definition and purpose of Start-Up programs

A. Definition

B. Determining program locations

C. Participants and the training process

II. New and expanding industry

A. Rationale for new industry to choose Mississippi

B. Job development

C. Counselor contact with new industry

Topic:

Programs of Work and Counselor Aid Packets

Paula Walter	Judy McLarty	Louie Kemp
R/CU	SDVTE	R/CU
Mississippi State Univ.	Jackson, MS	Mississippi State

I. Counselors plan programs of work

A. Handout example program of work and explain

B. Plan programs of work for local situations

C. Fuse concept of personnel needs of business and industry into programs of work

II. Constructing counselor aid packets (CAP)

A. Hand out example counselor aid packet

B. Steps in development of counselor aid packets

C. Supervised small work groups

1. Constructing packets

2. Developing techniques for using packets

Topic:

Are Federal Definitions Important?

Judy McLarty

SDVTE

Jackson, MS

I. Defining programs

A. Programs for the disadvantaged

B. Programs for the handicapped

II. Identifying elegible participants

A. Criteria for identifying students for programs for the handicapped and programs for the disadvantaged

B. Counselor roles: Identifying, counseling, and placing students in programs, counseling, follow up

Topic:

The Buckley Amendment

Dr. Kenneth Gordon

Mississippi State University

I. Interpreting the Buckley Amendment

II. Counselor performances affected by the Buckley Amendment

III. Penalities resulting from ignorance of Mandates of the Buckley Amendment

Topic:

Labor Laws: Implications for Counselors and Potential Employees

E. Grady Jolly

Attorney

Jackson, MS

I. Laws governing rights of management

II. Laws governing rights of employees

III. Laws governing rights of labor

IV. Counselor responsibility for orienting students to basic employee rights

V. Right to work law in Mississippi

Topic:

Why and How Should Counselors Communicate With Industry

Don Massengale

Ingall Ship Yards

Pascagoula, MS

I. Counselors should communicate with industry

A. Identify jobs for potential employees

B. Identify workers for industry

II. Techniques to aid counselors in communicating with industry personnel

A. School based placement service

B. Employer-employee prospectus

Topic:

Personnel Needs of Business

Don Wiygel

North Mississippi Medical Center

Tupelo, MS

I. People oriented personnel

A. Cheerful attitude

B. Job application techniques

C. Appropriate dress

D. Interviewing techniques

E. *Respect for self and others*

II. Succeeding on the job

A. Accept responsibility

B. Avoid "clock watching"

Topic:

P. R. Packet for Counselors

Becky Elliott

Starkville Vocational Complex

Starkville, MS

I. The purpose of the Public Relation packet for counselors

II. The development of the Public Relation packet

III. The availability of the packet

Topic:

Individual Interviews With Personnel Managers to Assess Needs and Expectations of Employees

Louie Kemp

R/CU

Mississippi State University

I. Planning individual interviews

A. Participants arrange interviews with business, industry or government agency personnel

B. Participants formulate questions to ask during interview

II. Methods of recording and reporting results of interviews

A. Taped reports of interviews

B. Oral presentations of written reports of interviews

Topic:

Communicating with the Public, Potential Employees, and Counselors

Mr. Brister Hughes

Ms. Corrine Kennedy

Mississippi Employment Secutiry Commission

Jackson, MS

I. Services of the Employment Security Commission

A. Job bank

B. Job information on Microfiche

II. Services rendered by Employment Security personnel

A. Resource persons for counselors

B. Testing

C. Placement information

Topic:

Review of Events

Louie Kemp

R/CU

Mississippi State University

I. Summary of events to date

A. Entertain questions from participants

B. Ask for suggestions from participants

II. Hand out written information gathered from consultants

Topic:

Personnel Needs of Business and Industry

Mr. Wendel Rogers

Bank of Louisville

Louisville, MS

I. Expectations of potential employees

A. Educational requirements

B. Probation period

II. How to advance on the job

A. Standards to uphold

B. Cooperative attitude

C. Future unlimited

Topic:

Counselors: Connecting Link Between Business, Industry, Teachers and Students

Mr. O. T. Robinson

State Director of Management

South Central Bell

Jackson, MS

I. Rethink the structure of education

A. Set priorities

B. Refine techniques of career counseling

C. Theories of Eli Ginsberg and John Holland-transparency presentation

II. Counselor responsibilities

A. Stimulate students to make a thorough self assessment

B. Understand the world-of-work

C. Determine various job requirements

D. Counselors as catalysts

Topic:

Individual Reports

Louie Kemp

R/CU

Mississippi State University

I. Given: three minute oral report by each participant

II. Hand complete written interview to instructor

Topic:

Am I O.K.? A Technique for Counseling

Dr. Tom Hinckle

Mississippi State University

I. Transactional analysis

A. Positive reactions

B. Negative reactions

II. Practicing transational analysis techniques

A. Small group activity

B. Communications as it relates to the psycho-social aspect of work

Topic:

ACT Testing Program

Dr. Lee Noel

The American Testing Program

Iowa City, Iowa

I. Presented transparencies and explained The ACT Career Planning Program

II. Presented sample packets of CPP Counselor's Manual and sample packets of Planning CPP Student's Booklet to participants

III. Question and answer period

REQUIRED READING LIST

GED 6123

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Magazines

"Career development: preparing round pegs for square holes." Training and development journal, Feb. 1976, 30(2) 12-14. Madison, WI: American Society for Training and Development.

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"Human relations training." Training and development journal. Oct. 1974, 28 (10) 7-12. Madison, WI: American Society for training and development,

"Interaction modeling: a new concept in supervisory training." Training and development journal. Feb. 1976, 30 (2) 20-33. Madison, WI" American Society for training and development.

"Life script awareness in career development." Training and development journal. May 1974, 25 (5) 30-34. Madison, WI: American Society for training and development.

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"The effective management development facilitator." Training and development journal, June 1974, 28 (6), 8-11. Madison, WI: American Society for training and development.

"The war of relevancy in higher education." Training and development journal. Sept. 1974. 28 (9) 18-19. Madison, WI: American Society for training and development.

"When Charlie's problem becomes your problem." Training and development journal. Feb. 1976. 30 (2) 54-59. Madison, WI: American Society for training and development.

APPENDIX B

Form A - Teachers and
Administrators

COUNSELOR PERFORMANCE SURVEY

Directions: Below are several statements concerning the performances of counselors. Using the code identified below, please circle the symbol that most closely indicates your belief about each statement.

SA - Strongley agree

A - Agree

U - Undecided

D - Disagree

SD - Strongly disagree

Counselors have performed the following functions:

1. Arranged for increased numbers of employees from business and industry to visit classes.	SA	A	U	D	SD
2. Provided students with realistic information concerning employer-employee relations.	SA	A	U	D	SD
3. Scheduled regular visits to local businesses and industries.	SA	A	U	D	SD
4. Demonstrated specific ways in which students should communicate with potential employers.	SA	A	U	D	SD
5. Provided newspapers with releases which relate student preparation to personnel needs of business and industry.	SA	A	U	D	SD
6. Scheduled teacher and student visits to the counseling center in order to utilize information concerning employer-employee relations.	SA	A	U	D	SD
7. Arranged to schedule students for regular employment counseling sessions.	SA	A	U	D	SD

8.	Arranged field trips for teachers and students to local businesses and industries.	SA	A	U	D	SD
9.	Discussed the relationship of vocational programs to employer-employee needs on local radio station.	SA	A	U	D	SD
10.	Compiled and presented to students completing vocational programs a list of potential employers in the community and surrounding area.	SA	A	U	D	SD
11.	Familiarized legislators and other community leaders concerning employee and employer needs through counselor services.	SA	A	U	D	SD
12.	Compiled and presented to area employers a list of students completing various vocational programs.	SA	A	U	D	SD
13.	Introduced vocational teachers to business and industrial leaders.	SA	A	U	D	SD
14.	Presented a program of work which includes objectives related to employer needs.	SA	A	U	D	SD
15.	Distributed to teachers, counselor-aid packets which were related to the world-of-work.	SA	A	U	D	SD
16.	Actively participated in placement services.	SA	A	U	D	SD
17.	Recommended program modification as a result of information obtained through follow-up studies.	SA	A	U	D	SD
18.	Adequately planned and implemented "Career Day" activities.	SA	A	U	D	SD
19.	Acquainted students with employment related information that is available from Mississippi Employment Security.	SA	A	U	D	SD

20. Compiled and periodically presented to local administrators a review of business and industry related activities. SA A U D SD

21. Aided students in arranging interviews with potential employers. SA A U D SD

22. Conducted interviews with personnel managers to assess needs and expectations of employees. SA A U D SD

23. Arranged for resource people from business, industry and government agencies to speak to students concerning employee expectations. SA A U D SD

24. Demonstrated, in group guidance meetings, the importance of having a good attitude toward work and toward other people. SA A U D SD

25. Made available to students and teachers unbiased information concerning labor laws, unions, management, etc. SA A U D SD

Form B: Students

COUNSELOR PERFORMANCE SURVEY

Directions: Below are several statements concerning the performances of counselors. Using the code identified below, please circle the symbol that most closely indicates your belief about that statement.

SA = Strongly agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly disagree

Counselors have performed the following functions to assist students:

1. Arranged adequate numbers of field trips to visit local businesses and industries.	SA	A	U	D	SD
2. Arranged for workers from business, industry, government agencies and armed services to relate their experiences concerning the world-of-work.	SA	A	U	D	SD
3. Held regularly scheduled group guidance meetings to discuss employer-employee needs.	SA	A	U	D	SD
4. Provided realistic information concerning employer-employee relations.	SA	A	U	D	SD
5. Demonstrated specific methods of successfully communicating with potential employers.	SA	A	U	D	SD
6. Presented a list of potential employers in the community and surrounding area to students completing a vocational program.	SA	A	U	D	SD
7. Assisted in arranging job interviews.	SA	A	U	D	SD
8. Provided placement services.	SA	A	U	D	SD
9. Demonstrated the use of Job Bank and the Job Bank process.	SA	A	U	D	SD

10. Provided career related activities at a specific time during the school year. SA A U D SD

11. Provided current occupational information from the employment office. SA A U D SD

12. Made available unbiased union, labor and management information. SA A U D SD

13. Provided information concerning personal/social skills such as acceptable appearance, and attitude toward people, work, etc. SA A U D SD

14. Visited vocational classes occasionally. SA A U D SD

15. Scheduled regular hours for career counseling with individual students. SA A U D SD

ATVE SCALE

Below are several statements. On the separate answer sheet you will find spaces to be marked for each statement. Fill in the appropriate column, depending on whether you strongly agree, agree, don't know, disagree, or strongly disagree. BE SURE YOU MAKE ONE MARK FOR EVERY QUESTION, BUT NO MORE THAN ONE MARK.

1. Vocational training is more than a minor part of the total education program.

2. Teachers in vocational programs have been as well trained as teachers in traditional programs.

3. Even though most people change jobs several times during a lifetime, training students for an occupation in school is a good investment.

4. The main reason high school graduates cannot find jobs is because of their lack of initiative in looking for a job.

5. School counselors should be concerned with the occupational needs of the community.

6. Students in vocational education programs need to be responsible for the same curriculum as those in academic programs.

7. Students should be placed in vocational programs as a result of their past academic performance rather than their own selection.

8. Even though some students do not have the ability, they can still gain something from the traditional academic program of study.

9. Educational programs should be developed for the majority needs.

10. Once a person has been trained in a specific occupation there is no need for further training.

11 Vocational instruction should be available for those who need, want and can profit from it.

12. Any student who really wants to work can find a job after he graduates.

13. Since automation is changing the world of work so rapdily, it is senseless to train people for occupations.

14. Vocational programs are principally for the slow learner and the student who has not succeeded.

15. Most schools are not doing an adequate job of preparing students for the field of work after school.

16. Since students have a lifetime to become trained for work, they should spent their school time learning academic subjects.

17. Vocational education equips the student with geographical mobility.

18. Only school facilities should be used for vocational training.

19. Traditional methods of instruction, organization, and procedures are very applicable to vocational instruction.

20. Since more and more students are going to college, college preparatory programs should be stressed more heavily in school.

21. Females, as well as males, should be trained in vocational programs.

22. Area vocational-technical schools assume the local school's responsibility of instruction for the student who does not want to pursue a college education.

23. Allowing students to spend time away from school during the day for work experience results in more problems than benefits.

24. More and more technical information is needed to qualify for entry into useful occupations.

25. Schools should be concerned with training the adult as well as those who have not yet entered the work field.

26. Vocational classes are provided primarily for low-achievers and delinquent students.

27. Fewer students would drop out of school if appropriate vocational programs were available.

28. Competition in the labor market puts a greater burden on the school for training.

29. Guidance and counseling is more important for the college-bound student than the student in a vocational training program.

30. Students in vocational programs should have the same basic course requirements as college prep students along with their vocational courses.

31. Since automation is changing the world of work so rapidly, students should be given only a general education.

32. Real jobs provide the best laboratory for vocational education.

33. Most instruction in vocational classes is easily worked with in large groups.

34. The traditional curriculum is still adequate for all students.

35. It is the primary job of the school to educate, the responsibility of industry to train.

36. The dropout rate when compared with unemployment of the general population implies a need for vocational training in schools.

37. High school students have not seen enough of the world of work to make tentative career choices during their high school years.

38. Information from follow-up studies of all high school graduates may have impact on training of students for the field of work.

39. Choosing appropriate vocational goals is an outgrowth of the vocational program.

40. A work-study program for needy students leads to dissatisfaction of other students.

41. The training of youth for specific occupations is more the responsibility of trade schools than of secondary schools.

42. Because of the expense involved, a comprehensive program which would include a variety of cou-ses for all students is impractical.

43. Adult education programs should be looked upon as part of the responsibility of the local school system.

44. Descriptive occupational brochures in the school are an appropriate tool for use in career choices.

45. The school should require all girls to complete at least one course in home economics.

ATVE SCALE - ANSWER SHEET

Name_____ S.S. NUMBER_____

	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
1.	( )	( )	( )	( )	( )
2.	( )	( )	( )	( )	( )
3.	( )	( )	( )	( )	( )
4.	( )	( )	( )	( )	( )
5.	( )	( )	( )	( )	( )
6.	( )	( )	( )	( )	( )
7.	( )	( )	( )	( )	( )
8.	( )	( )	( )	( )	( )
9.	( )	( )	( )	( )	( )
10.	( )	( )	( )	( )	( )
11.	( )	( )	( )	( )	( )
12.	( )	( )	( )	( )	( )
13.	( )	( )	( )	( )	( )
14.	( )	( )	( )	( )	( )
15.	( )	( )	( )	( )	( )
16.	( )	( )	( )	( )	( )
17.	( )	( )	( )	( )	( )
18.	( )	( )	( )	( )	( )
19.	( )	( )	( )	( )	( )
20.	( )	( )	( )	( )	( )
21.	( )	( )	( )	( )	( )
22.	( )	( )	( )	( )	( )
23.	( )	( )	( )	( )	( )
24.	( )	( )	( )	( )	( )

	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
25.	( )	( )	( )	( )	( )
26.	( )	( )	( )	( )	( )
27.	( )	( )	( )	( )	( )
28.	( )	( )	( )	( )	( )
29.	( )	( )	( )	( )	( )
30.	( )	( )	( )	( )	( )
31.	( )	( )	( )	( )	( )
32.	( )	( )	( )	( )	( )
33.	( )	( )	( )	( )	( )
34.	( )	( )	( )	( )	( )
35.	( )	( )	( )	( )	( )
36.	( )	( )	( )	( )	( )
37.	( )	( )	( )	( )	( )
38.	( )	( )	( )	( )	( )
39.	( )	( )	( )	( )	( )
40.	( )	( )	( )	( )	( )
41.	( )	( )	( )	( )	( )
42.	( )	( )	( )	( )	( )
43.	( )	( )	( )	( )	( )
44.	( )	( )	( )	( )	( )
45.	( )	( )	( )	( )	( )

APPENDIX C

Research and Curriculum Unit for
Vocational-Technical Education
P.O. Drawer DX
Mississippi State, Mississippi 39762
Phone: 601 325-2510

May 20, 1976

Dear

You have been selected to participate in an inservice program titled Familiarizing Counselors with the Personnel Needs of Business and Industry. This program sponsored by the State Department of Euuducation, Vocational-Technical Division is scheduled July 26 - August 6 at Mississippi State University, and will include a limited number of counselors from Mississippi. A total of $12.50 per day will be allowed for lodging and meals. Arrangements will be made for campus lodging in a dormitory. An allowance of 12¢ per mile for travel to Mississippi State University, and the return trip to your home at the end of the course will be included.

You are not required to take this course for credit, but if you choose to enroll in the course for three (3) semester hours of graduate credit, which can be used for license renewal, a registration fee of $72.00 will be required. (A course description is attached.) Mr. Joe McDaniels, State Supervisor of Guidance and Occupational Orientation, and I encourage you to participate in the program. Leaders from Business, Industry, Government Agencies and Education will participate as consultants for this program.

Please complete and return the enclosed application form by July 1, 1976. A self-addressed, stamped envelope is enclosed for your convenience. Call or write if you need further information.

Sincerely,

(Mrs.) Louie Kemp
Project Director

Enclosures

LK/mjs

Research and Curriculum Unit for
Vocational-Technical Education
P.O. Drawer DX
Mississippi State, Mississippi 39762
Phone: 601 325-2510

January 10, 1977

The enclosed survey form, The Counselor Performance Survey, is very vital to a research project that is being conducted at the Research and Curriculum Unit at Mississippi State University. One of your counselors, attended an inservice program at Mississippi State University last summer. This survey is a follow-up of the participants of the inservice program and we need your opinion on the survey questions. Will you please take enough time from your very busy schedule to check the questions and return the survey form in the enclosed self-addressed, stamped envelope. Thank you for your cooperation. If I can ever return the favor, please let me know.

Sincerely,

(Mrs.) Louie E. Kemp
Field Services Coordinator

LEK/pj

Research and Curriculum Unit for
Vocational-Technical Education
P.O. Drawer DX
Mississippi State, Mississippi 39762
Phone: 601 325-2510

June 30, 1976

Mr. Hugh Ketchum
Mississippi Manufacturing Assn.
720 N. President
Jackson, MS 39205

Dear Mr. Ketchum:

This letter is to confirm our conversation concerning your presentation during our State Staff Development Program to be held at Mississippi State University, Stafford Hall. Your presentation has been scheduled for Tuesday, July 27, 10:30 to 12:00 noon. We will mail you a complete outline of the week-long program as soon as it is available.

You will be reimbursed for your travel (either airfare or 12¢ per mile) and $30 per diem. Your consultant fee, as agreed, will be $50.00. Please complete the enclosed information sheet and return it in the envelope provided.

Sincerely,

Louie E. Kemp
Field Services Coordinator

LEK/pbs

Enclosure

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